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ABSTRACT

Since 1984, the Amarillo College-sponsored Area Schools Assistance Program (ASAP) has worked to: (1) identify recent high school graduates without postsecondary education plans and provide information to interested graduates on higher learning, obtaining work, or making other career decisions; (2) encourage and assist high school graduates who intend to apply for college, but have not completed the application process or must change their plans; (3) identify ways in which graduates who intend to work full-time might continue their formal education on a part-time basis; and (4) provide follow-up data on graduates for high school counselors and administrators. In July 1987, 2,290 recent high school graduates were surveyed by ASAP high school representatives to determine the graduates' characteristics and educational plans. Responses from 99.3% of those surveyed revealed that 76.1% of the students had definite post-high school plans, 15.5% had partial plans, and 7.1% had no plans. When asked specifically about their educational plans, 70.5% of the graduates indicated that they intended to attend a postsecondary credit institution, 25.9% reported no educational plans, and 3.6% planned to attend a non-credit or proprietary institution. A total of 1,373 graduates (59.9%) were working on a part-time or temporary full-time basis, while 270 (11.8%) had obtained a permanent full-time position. Beyond gathering information, the ASAP representatives made 1,058 referrals to postsecondary institutions, and another 122 referrals to Amarillo College's Career Center and 68 referrals to an employment agency. They also provided assistance to 1,362 graduates with college admissions procedures, financial aid applications, and transcript requests. Eight questions asking for evaluations of the program are presented along with responses by 10 high school representatives. The appendixes include a list of questions graduates might ask, the graduate follow-up form, and lists of participants' responsibilities. (EJV)

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# Area Schools Assistance Program

# (ASAP)

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**Summer 1987**

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"GRADUATES WHO NEED HELP AFTER GRADUATION SEEM MOST APPRECIATIVE OF THE CALL. THOSE WITH NO PLANS ARE MANY TIMES MORE RECEPTIVE THAN THEY WERE IN HIGH SCHOOL. I'VE FOUND IT TO BE THE BEST CONTACT I'VE EVER HAD WITH PARENTS SINCE I'VE BEEN COUNSELING."*

*An evaluative statement made regarding the Area Schools Assistance Program by a 1987 high school representative.

Amarillo College wishes to thank the superintendents of the six area school systems which participated in the 1987 Area Schools Assistance Program. Their interest in providing additional post-graduation counseling assistance to the class of 1987 has clearly been greatly appreciated by graduates and parents alike.

| | |
|---|---|
| Alamo Catholic High School: | Sister Patricia Connolly |
| Amarillo High Schools: | Dr. Terry Grier |
| Canyon High School: | Dr. Norman Payne |
| Dumas High School: | Mr. Roy Pennington |
| Hereford High School: | Dr. Harrell Holder |
| River Road High School: | Mr. Aubrey Spear |

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## INTRODUCTION

In July of 1987, the Amarillo College-sponsored Area Schools Assistance Program (ASAP) entered its fourth year of operation. Piloted in 1984 at Palo Duro High School (AISD), the program expanded in 1985 to include all four AISD high schools, plus River Road and Canyon High Schools. In 1986, these six schools were joined by Alamo High School, Dumas High School and Hereford High School. Once again in 1987 the same nine schools participated in the study.

In 1984, 301 students were served through the program. By 1985, 1,686 students were identified for the survey. In 1986 2,146 graduates were surveyed. This year, 2,290 were polled. Thus, in four years, 6,423 local graduates have been assisted through this endeavor.

The success and continued growth of the Area Schools Assistance Program can be attributed to the fact that both the students and the participating high schools benefit from the program. The student receives additional assistance in formulating postsecondary plans, which is of particular importance to "late decision-makers." Parents are openly and vocally pleased that the school is sufficiently interested in their child to be conducting a follow-up contact <u>after</u> he has graduated. Consequently, the school benefits by an enhanced image within its community, plus developing a definitive record of the postsecondary plans of its graduates.

The benefits to the participating high schools have been most strongly reinforced in the 1987 effort by the willingness of each school district to provide matching funds to help support the program. It is hoped that this level of commitment will be sustained in 1988 and the years beyond for future graduates.

The purpose of this report, then, is to provide to participating high schools and systems the combined information which was generated by the 1987 ASAP project, involving all 2,290 graduates which represents a 6.7 increase over the 1986 population of 2,146 graduates. Individual high schools are also being provided reports which focus exclusively on their own graduates, thus allowing for comparison.

It should be noted that the specific objectives of the program were:

To identify recent high school graduates who were without any future postsecondary plans and provide

informational assistance to those interested in attending an institution of higher learning, obtaining work, or making other career decisions.

To encourage and assist those high school graduates who have applied to an institution of higher learning but haven't completed their application process, or who must change their plans.

To identify ways in which graduates who intend to work full time might continue their formal education on a part-time basis.

To provide follow-up data on graduates for school counselors and administrators.

As the Area Schools Assistance Program has grown, so too has interest shown in the project by other educational institutions. The project was selected as a program for the 1986 American Community and Junior College National Convention, and was highlighted in the October 1986 Texas Association of College and University Student Personnel Administrators (TACUSPA) Convention. In 1985, it was selected as one of the ten most innovative community college student development programs by the American College Personnel Association. Also, numerous requests for information regarding the program have been received from other colleges and universities.

## 1987 ASAP REPORT
## DATA AND INTERPRETATION

The data which follows is reflective of the total population of 2,290 students from the combined nine high schools participating in the program. In the individual analyses reported herein, the number may be less than 2,290, since information may have been unavailable or incorrectly coded for a small number of graduates. Separate reports are being compiled and distributed which consist of the students in the sample from each high school. Having received both documents, the individual school may choose to compare its document with that of the total sample. Also, since four of the high schools, Amarillo, Caprock, Palo Duro, and Tascosa, are from a single school district, a combined report of these four schools has been prepared and is being submitted to the administration of the AISD.

Since all nine of the high schools which participated in 1987 also were participants in 1986, they may be interested in comparing their data for the two years to determine if any trends may be developing for their schools.

An inherent weakness of the ASAP study continues to be that it reports what students say their plans are. As of yet there has been no attempt to follow up on this data at a later date to ascertain the extent to which the "reported plans" are actually carried out. This data is important due to two reasons:

1. It would indicate the actual accuracy of reported data.
2. It would provide a much clearer picture of the true impact of the assistance being provided by the counselors.

At the present time funds are not available to carry out this extended research for the entire population. However, each high school has the data to follow up on its own graduates with the receipt of their individual 1987 ASAP report. It is recommended that they do so.

**1987 AREA SCHOOLS ASSISTANCE PROGRAM**

**PARTICIPATING HIGH SCHOOLS AND HIGH SCHOOL REPRESENTATIVES**

| | |
|---|---|
| Alamo High School | Pat Stich |
| Amarillo High School | Ann Dunavin |
| | Sue Woodson |
| Canyon High School | Jane Stephens |
| Caprock High School | Leslie Barron |
| Dumas High School | Sharla Wilson |
| Hereford High School | Wilma Braddy |
| Palo Duro High School | Donna Smith |
| River Road High School | Virene Jefferson |
| Tascosa High School | Laura Huckabey |

## ILLUSTRATION A
## INFORMATION RECEIVED FROM SAMPLE POPULATION

There were a total of 2,290 graduates of the class of 1987 from the nine participating high schools. Through the initiative of the High School Representatives, usable information regarding postsecondary plans of 2,274 (99.3%) of the sample was obtained and recorded.

Thus, it can be said with considerable assurance that this report presents a very comprehensive picture of the postsecondary plans of the sample population, subject to the accuracy of the information provided by the respondents, as well as the validity of interpretation by the High School Representatives.

A) INFORMATION RECEIVED ABOUT SUBJECTS

1987 Area Schools Assistance Program

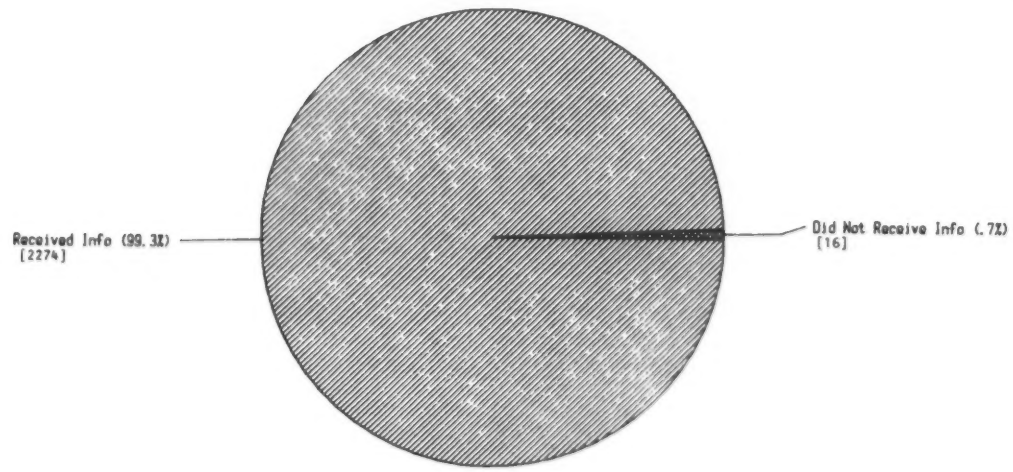
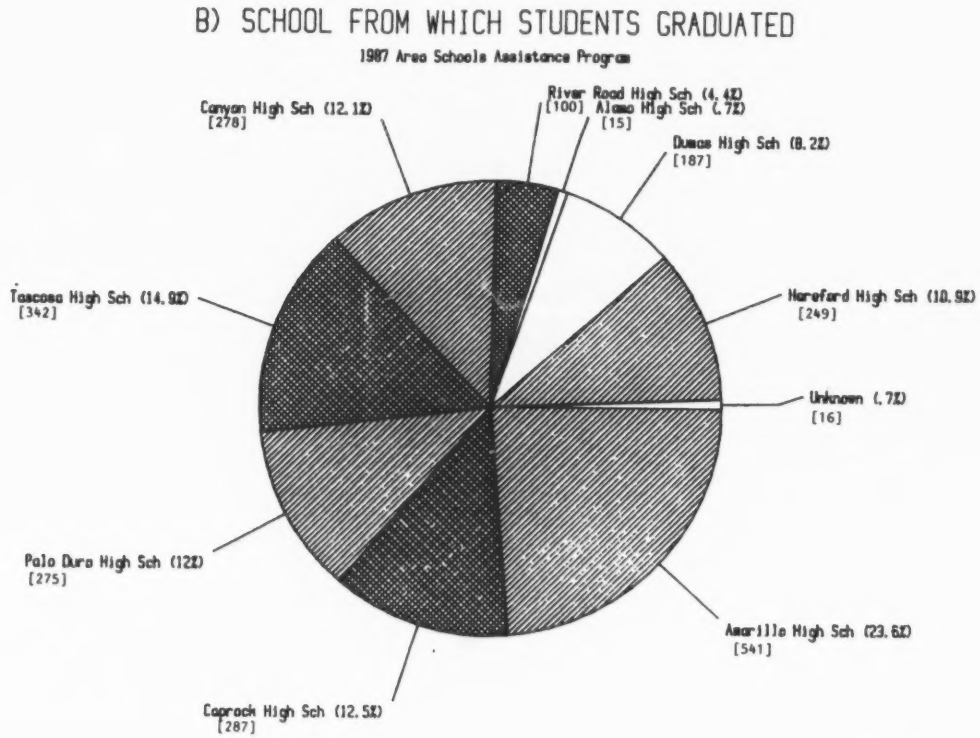


**ILLUSTRATION B**
**SCHOOL FROM WHICH STUDENTS GRADUATED**

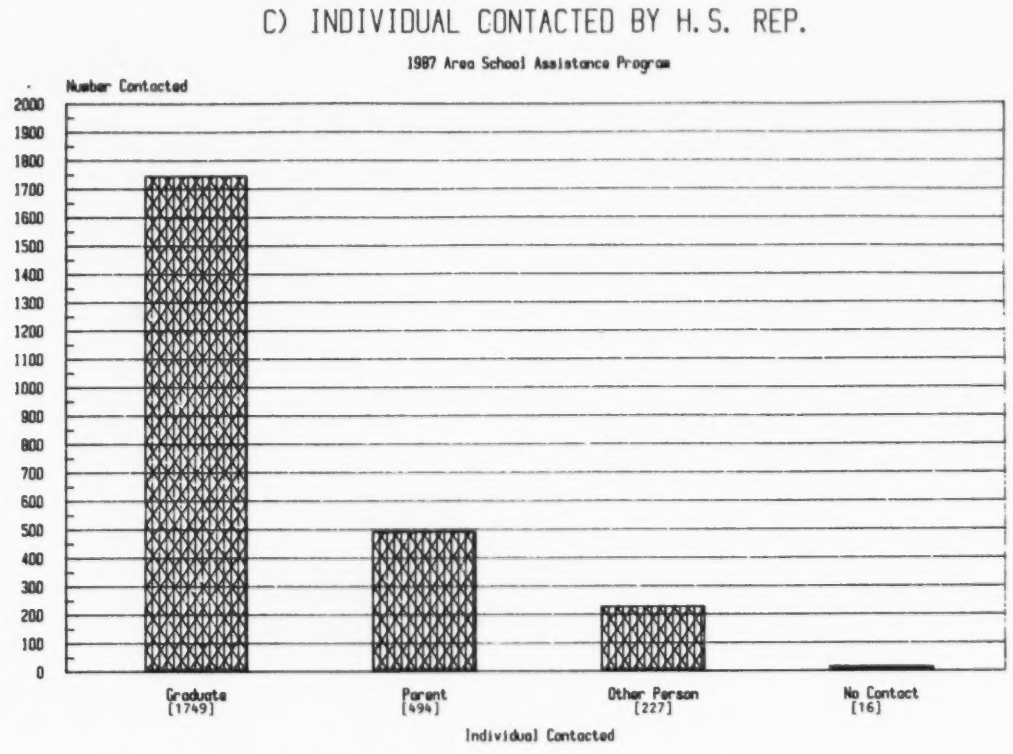
The sample population of 2,274 can be illustrated both in terms of numbers per school, as well as the percentage of the total population per school.


B) SCHOOL FROM WHICH STUDENTS GRADUATED
1987 Area Schools Assistance Program
River Road High Sch (4.4%) [100]
Alamo High Sch (.7%) [15]
Canyon High Sch (12.1%) [278]
Dumas High Sch (8.2%) [187]
Hereford High Sch (10.9%) [249]
Unknown (.7%) [16]
Tascosa High Sch (14.9%) [342]
Palo Duro High Sch (12%) [275]
Amarillo High Sch (23.6%) [541]
Caprock High Sch (12.5%) [287]

*Sixteen students were improperly coded and not included.

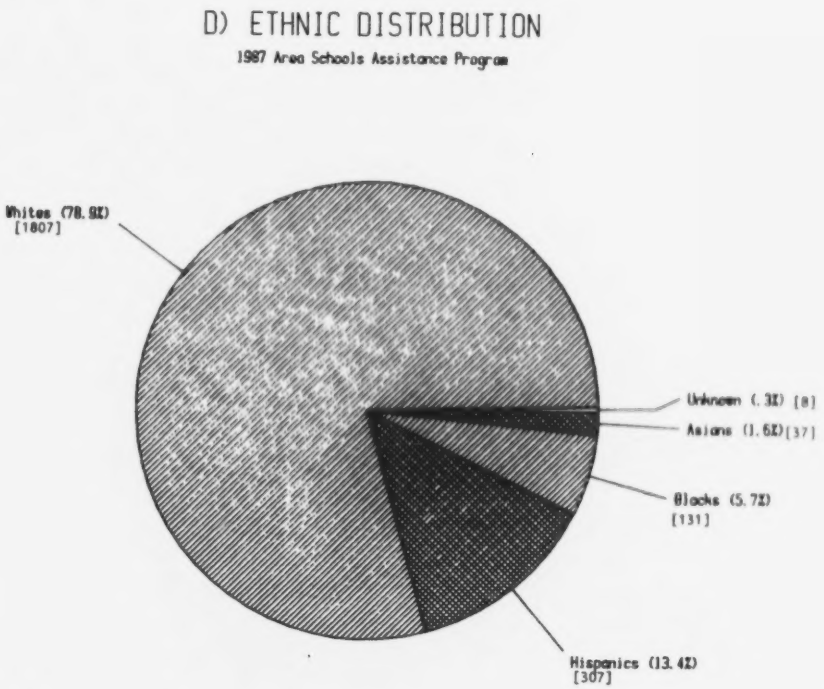
## ILLUSTRATION C
## INDIVIDUALS CONTACTED BY REPRESENTATIVES

Not all information was received directly from the students themselves. In fact, the data reveal that 1,749 (76.9%) of the responding students personally provided data regarding their plans to the Representative. In 791 instances parents or others in the home were involved in conversations with the Representatives. Often, the parents were the first contact which the Representative was able to make. Later on, their son or daughter made contact with the Representative to provide input. There is some overlap; thus the total number of contacts exceeds the number of students for whom data was recorded. However, in other cases the parents or others provided the input due to the unavailability of the student.



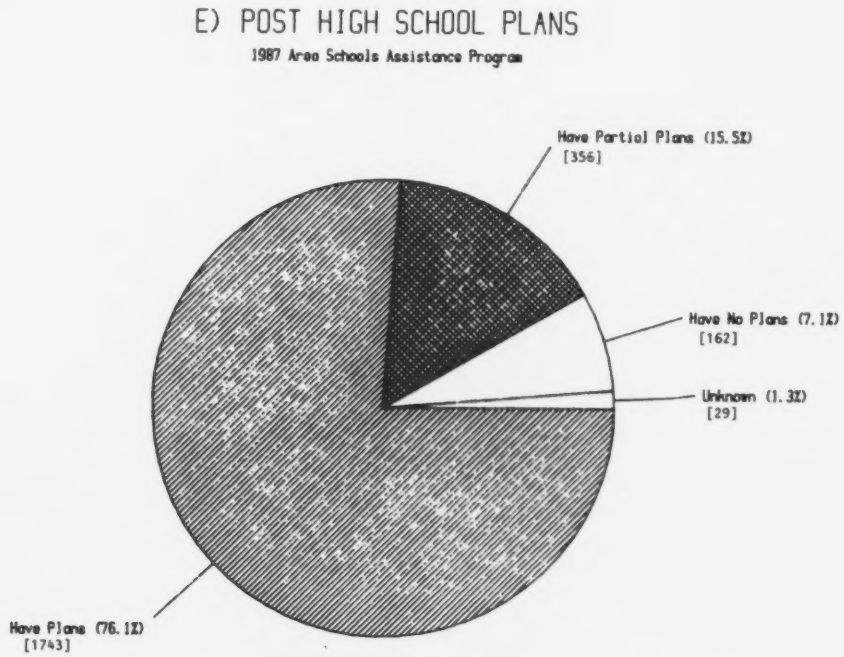
## ILLUSTRATION D
## ETHNIC DISTRIBUTION

The designers of the survey were also interested in ascertaining the ethnic make-up of the studied population. Like the Texas Panhandle itself, the sample tended to be heavily reflective of an essentially white population (78.9%). All other ethnic groups individually represented 20.7% of the total sample: Blacks (5.7%), Asians (1.6%), and Hispanics (13.4%). Also, ethnic minorities tended to be concentrated in several of the high schools, rather than being distributed more evenly among the entire sample. Because of the uneven distribution of minorities, there is no further attempt in this report to compare other data by ethnic population. Individual schools may be interested in these cross comparisons, and the data is available at Amarillo College.



## ILLUSTRATION E
## DEFINITIVE POST-HIGH SCHOOL PLANS

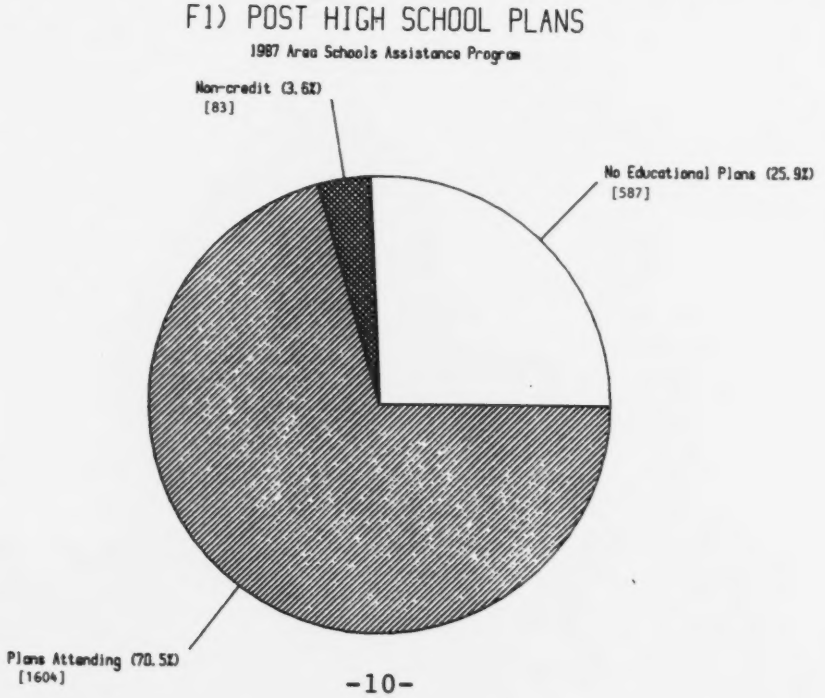
One of the most significant objectives of the survey was to determine the numbers and percentages of graduates who had formulated definitive post-high school plans by the time of the contact with the High School Representative, occurring sometime in the month of July 1987. Please note that by "definitive post-high school plans" is meant <u>any</u> firm, identified objective the graduate could project as occupying his/her time as of the time of the contact, or the upcoming fall. Therefore, this data is <u>not</u> confined to <u>postsecondary education plans</u>. Other plans could include full-time work, marriage, the military, etc. The key in this illustration is whether the graduate could verbalize firm plans ("thorough" response) to the Representative, could only suggest incomplete or vague plans ("partial" response), or was unable to verbally frame any plans for the present or immediate future ("no" plan). Obviously, to some extent, the data in Illustration E is reflective of interpretation by the High School Representative who received and recorded it.



## ILLUSTRATION F(1)
## POSTSECONDARY EDUCATION PLANS

Unlike Illustration E, Illustration F deals specifically with any postsecondary educational plans the graduates shared with the High School Representatives. There were several categories of responses possible to the question asked of the graduate by the Representative: first, 1,604 (70.5%) of the respondents indicated they "planned to attend" a postsecondary credit institution (generally, but not always, meaning the fall term of 1987). Secondly, 83 (3.6%) of the respondents indicated they were planning or were already attending a non-credit institution--such as a proprietary school. In all, 74.1% of the respondents of the 2,274 students answering these questions had some postsecondary plans. Five hundred and eighty-seven (25.9%) indicated that they had no postsecondary educational plans of any kind. For specific information regarding "Other Plans" of graduates excluding post-secondary education, see pages 12, 13 and 14.

In general, the "other plans" of the 1987 graduates consisted primarily of permanent work (613), military (140), and marriage (67). Of these three categories, "work" increased from 541 in 1986, "marriage" decreased from 83, and "military" increased slightly to 132. If these three categories are combined they total 420 or 18.4% of the 2,274 respondents. Combined with the 73.6% reporting some sort of post-secondary educational plans these categories total 92% of the sample.



## ILLUSTRATION F(2)
## POSTSECONDARY EDUCATION PLANS

Another significant finding is that 5.8% of the class of 1987 indicated that they were already enrolled in a postsecondary educational institution as of the time of the July survey. This represents a significant decrease over the 8.3% of the class of 1986 similarly enrolled in postsecondary institutions.

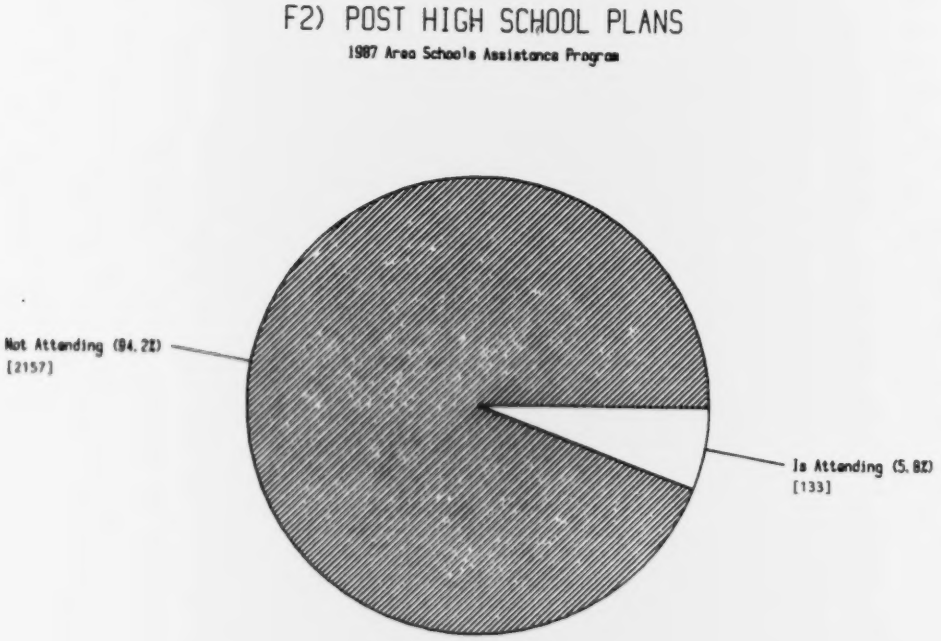


**ILLUSTRATION F**
**(CONTINUED)**
**OTHER PLANS OF GRADUATES**

**Amarillo High School**

Work, 47
U.S. Army, 4
U.S. Navy, 3
U.S. Air Force, 3
U.S. Marines, 3
Marriage, 7
Military, unspecified, 1
Peace Corps, 1
Married, moved out of state, 1
Missionary work, 1
Foreign Exchange Program, 2
Move, 2

**Tascosa High School**

Work, 31
Marriage, 20
Military, unspecified, 5
U.S. Navy, 4
U.S. Army, 3
U.S. Air Force, 4
U.S. Marines, 4
Marriage, 1
Pregnant, 4
Foreign Exchange Program, 2
Deaf/Texas Rehab, 2

**Palo Duro High School**

Work, 195
U.S. Army, 10
U.S. Navy, 5
Military, unspecified, 5
Marriage, 4
Pregnant, 3
Move, 1
Jail, 1

**Caprock High School**

Work, 220
Military, 19
U.S. Marines, 1
U.S. Coast Guard, 1
Married, 11
Return to Germany, 1
Moving, 2
Travel, 2
Severe Car Accident, 1

**River Road High School**

Work, 29
ROTC, 1
U.S. Navy, 1
U.S. Marines, 1
U.S. Army, 1
U.S. Air Force, 1
Married, 5
Air Control School/Dallas, 1
Moved out of state, 3
Moved, 2

**Alamo Catholic High School**

Work, 3
U.S. Navy, 1

**Canyon High School**

Work, 31
Marriage, 20
Military, 3
U.S. Army, 9
U.S. Navy, 5
U.S. Air Force, 2
Travel, 2
Surgery, 1
Pregnant, 4
Missionary work, 2

**Dumas High School**

Work, 37
Military, 18
U.S. Air Force, 1
U.S. National Guard, 1
U.S. Marines, 1
Pregnant, 4
Marriage, 4

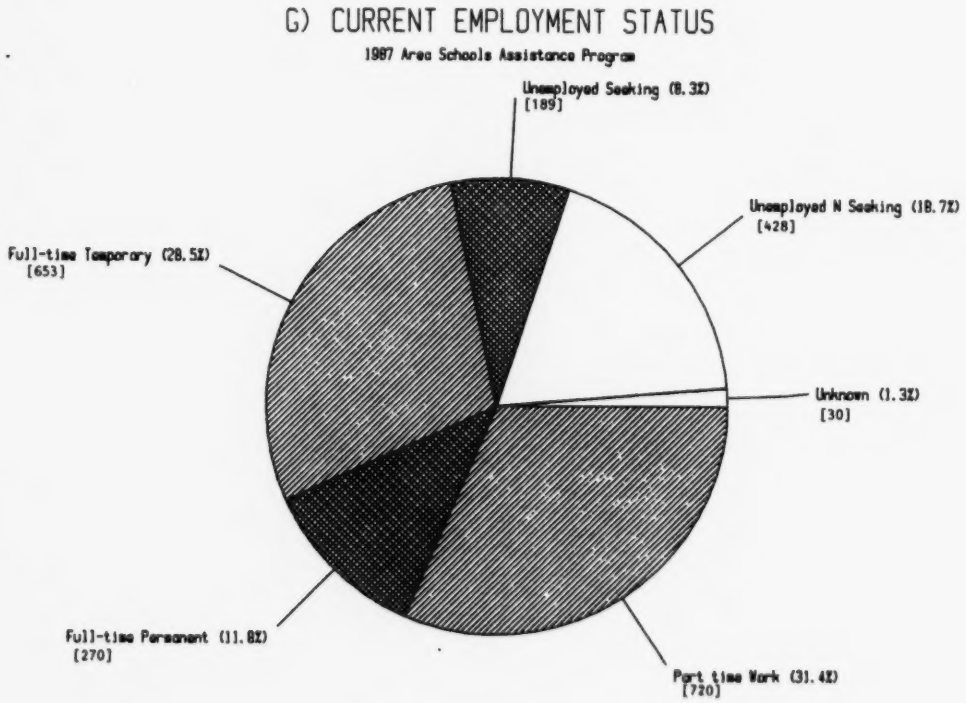
**Hereford High School**

Work, 20
Military, not specified, 1
U.S. Navy, 4
U.S. Army, 10
U.S. Marines, 1
Married, 15
Marine Reserves, 3
Exchange Student Program, 2

## ILLUSTRATION G
## CURRENT EMPLOYMENT STATUS

The High School Representatives attempted to determine if graduates were working during the summer, both to provide assistance in obtaining employment if desired and to record the data to discern patterns which might appear.

Of the 2,290 respondents, 1,373 (59.9%) were working on a part-time or temporary full-time basis. It is out of this combined category that one would expect a considerable number of those earlier reporting that they planned to attend school in the fall. Also, the 270 (11.8%) reporting that they had obtained a full-time permanent position might be compared to the 589 respondents in Illustration F who indicated that they had no postsecondary educational plans.

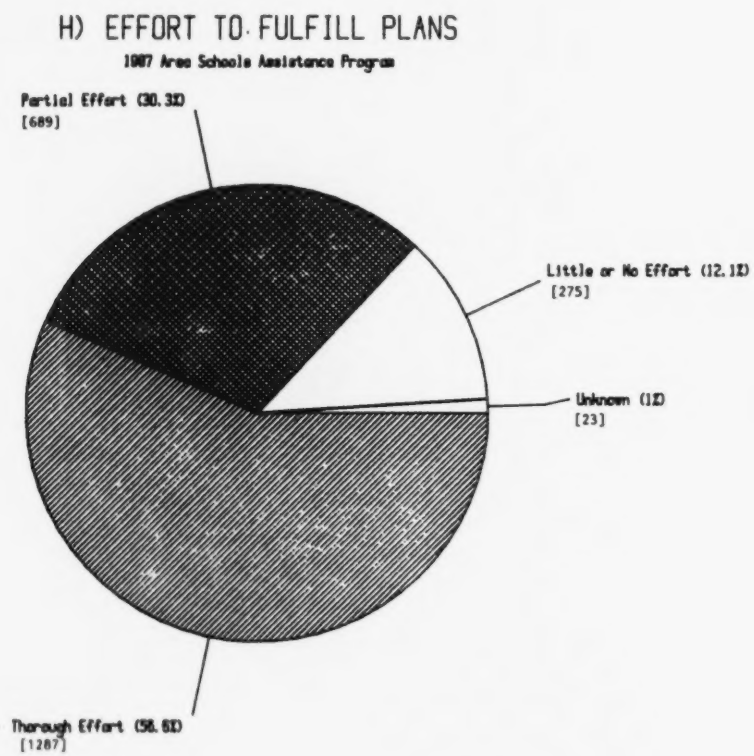

G) CURRENT EMPLOYMENT STATUS
1987 Area Schools Assistance Program
Unemployed Seeking (8.3%) [189]
Unemployed N Seeking (18.7%) [428]
Unknown (1.3%) [30]
Part time Work (31.4%) [720]
Full-time Permanent (11.8%) [270]
Full-time Temporary (28.5%) [653]

In 1987 ASAP data there was a significant decrease in those graduates having full-time permanent employment (11.8) as compared to 1986 (15%). Yet the percentage of unemployed seeking actually decreased slightly from 1986, i.e., 1986 (8.4%) and 1987 (8.3%). The greatest single increase in 1987 was the percentages of part-time employees, 1987 (31.4%) and 1986 (28%).

## ILLUSTRATION H*
## EFFORT TO FULFILL PLANS

As a check on the "firmness" of the plans reported by the students in Illustrations E and F, the High School Representatives were asked to question the students on what the students had done or were doing to carry through on their reported plans. For example, if the graduate indicated a plan to attend college in the fall, the Representative would ask if the graduate had initiated admissions procedures, residence hall contracts, financial aid, etc.

On the basis of this follow-up questioning, an attempt was made by each Representative to determine if the respondents had made "thorough," "partial," or "little or no" effort to follow through on their plans. Again, this data is subject to interpretation errors by the receiver/recorder (the High School Representative).



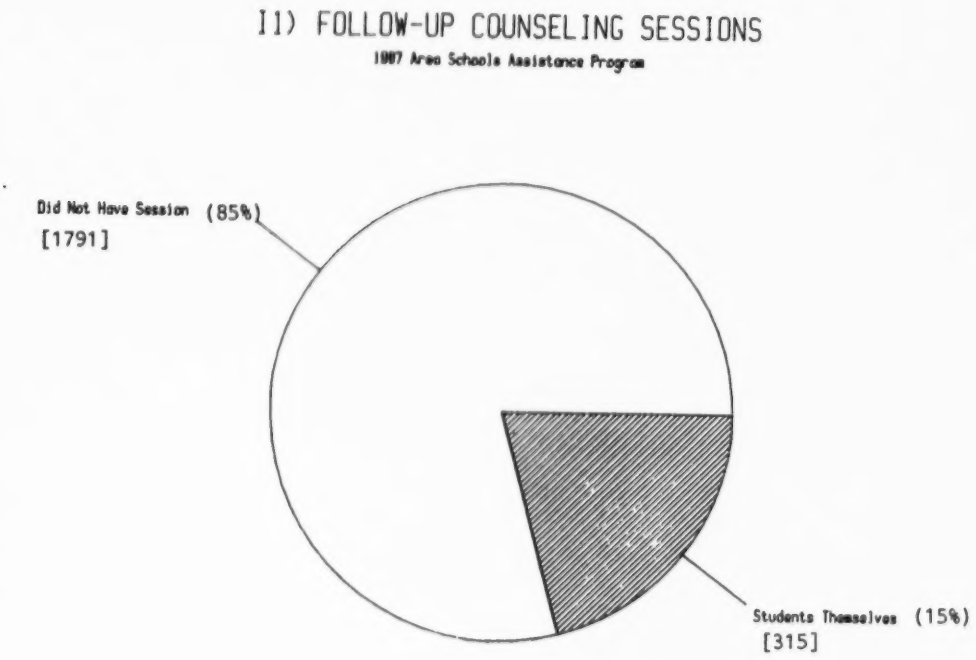

* Based on data received for 2,274 graduates.

In the "thorough effort" category, the 1987 survey reveals a decrease over the 1986 survey. That is, the percentage of students being "thorough" in their effort decreased from 58.9% to 56.6%. Students recorded as "partial" in their effort had increased from 29.2% to 30.3%. Students who were reported to have exerted little or no effort to fulfill their plans had increased from 11.9% to 12.1%. These results appear to indicate that the class of 1987 has been remarkably similar to the class of 1986 in all categories.

However, it should be noted that both the class of 1986 and 1987 show considerably more effort to fulfill plans than the class of 1985.

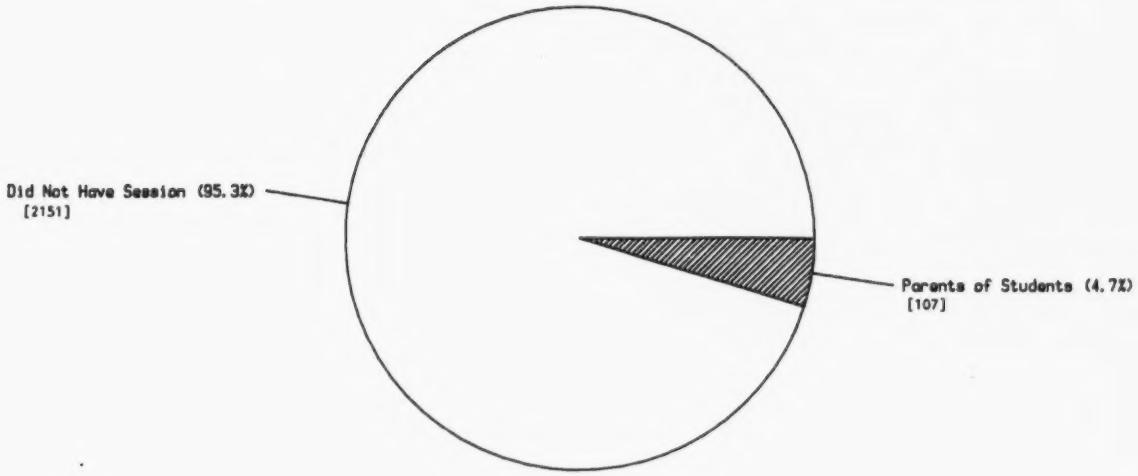
## ILLUSTRATION I
## FOLLOW-UP COUNSELING SESSIONS

As was indicated in Illustration A, the High School Representatives, through their telephone contacts, were able to obtain information regarding 2,274 students in the sample. 315 students and 107 parents took advantage of the Representatives' availability to arrange for an extended counseling session either in person or over the phone, however, the majority of these contacts were personal. This response is another illustration of how valuable ASAP counseling has proved to be.



# I2) FOLLOW-UP COUNSELING SESSIONS

1987 Area Schools Assistance Program



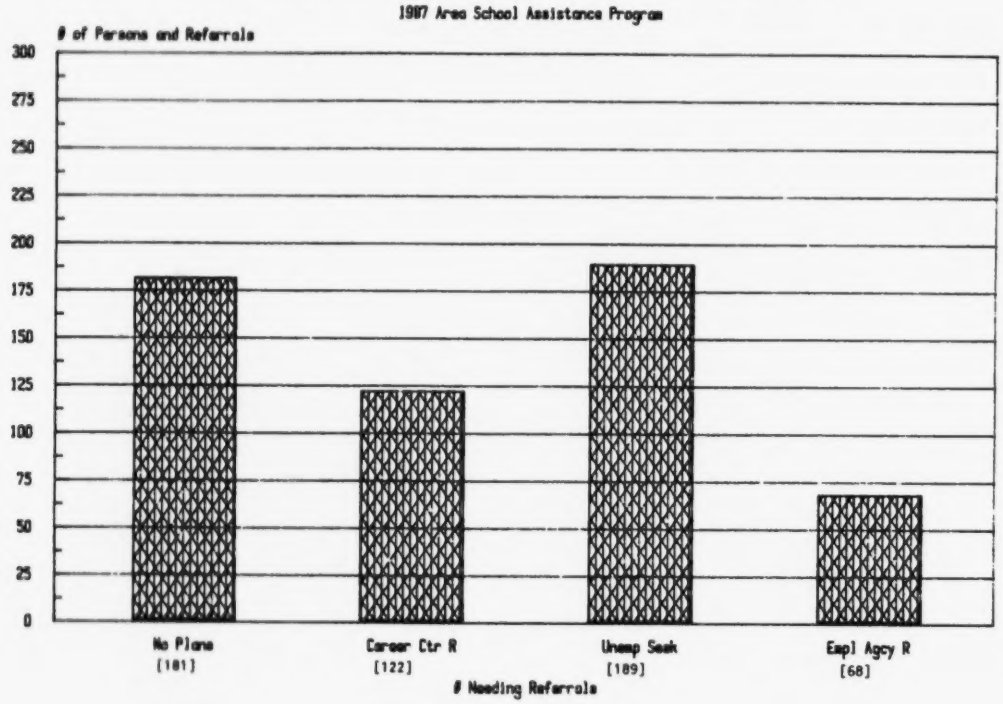
## ILLUSTRATION J
## EMPLOYMENT AGENCY/CAREER CENTER REFERRALS

One responsibility of the Representatives was to identify and refer graduates who needed employment or career exploration assistance to either an employment agency or the Amarillo College Career Center. According to the records, 68 (3%) were referred to an employment agency, and 122 (5.3%) were referred to the AC Career Center.

In the chart below we have attempted to provide comparisons between students reported as having no plans and referrals to the Amarillo College Career Center, and unemployed students seeking employment and referrals to employment agencies. These comparative figures would seem to indicate that there is an imbalance in the unemployed seeking employment and employment agency referral numbers.

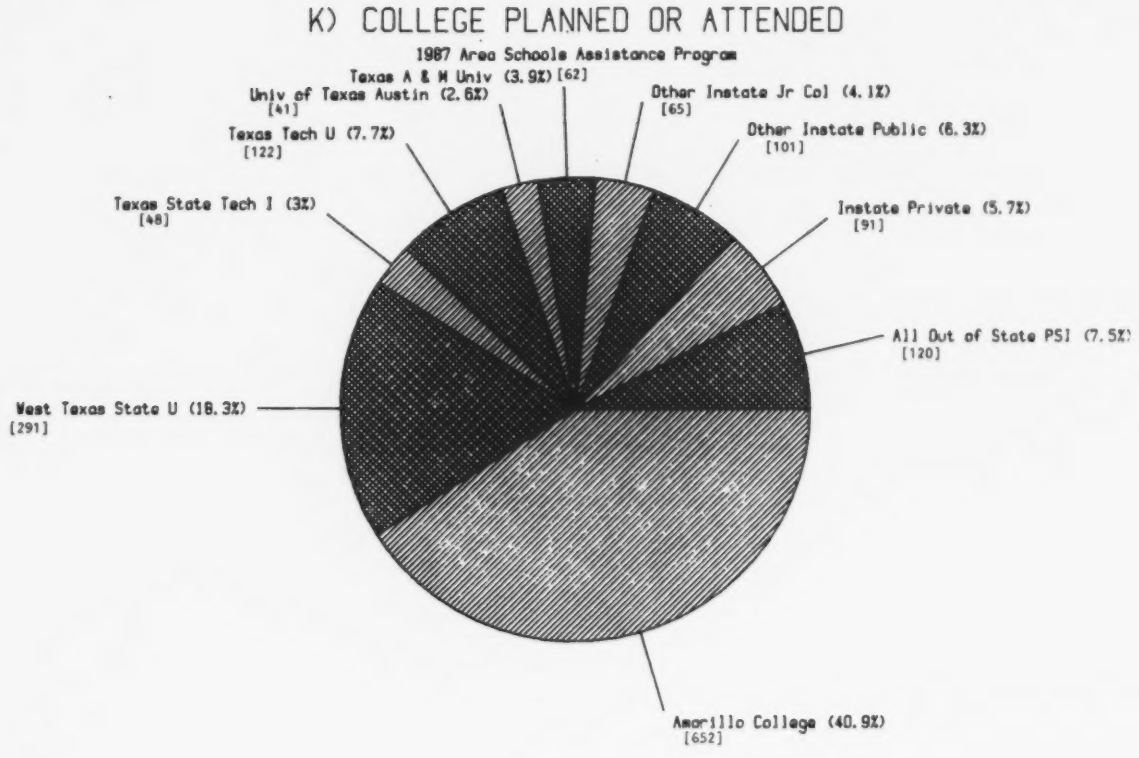
The numbers of students referred to the AC Career Center (122 in 1987) have continued to grow since the 1985 when 49 students were referred, this appears to be a much greater utilization of this resource for graduates having no apparent direction.

J) EMPLOYMENT & CAREER CENTER REFERRALS



## ILLUSTRATION K
## INSTITUTIONS GRADUATES PLANNED TO ATTEND

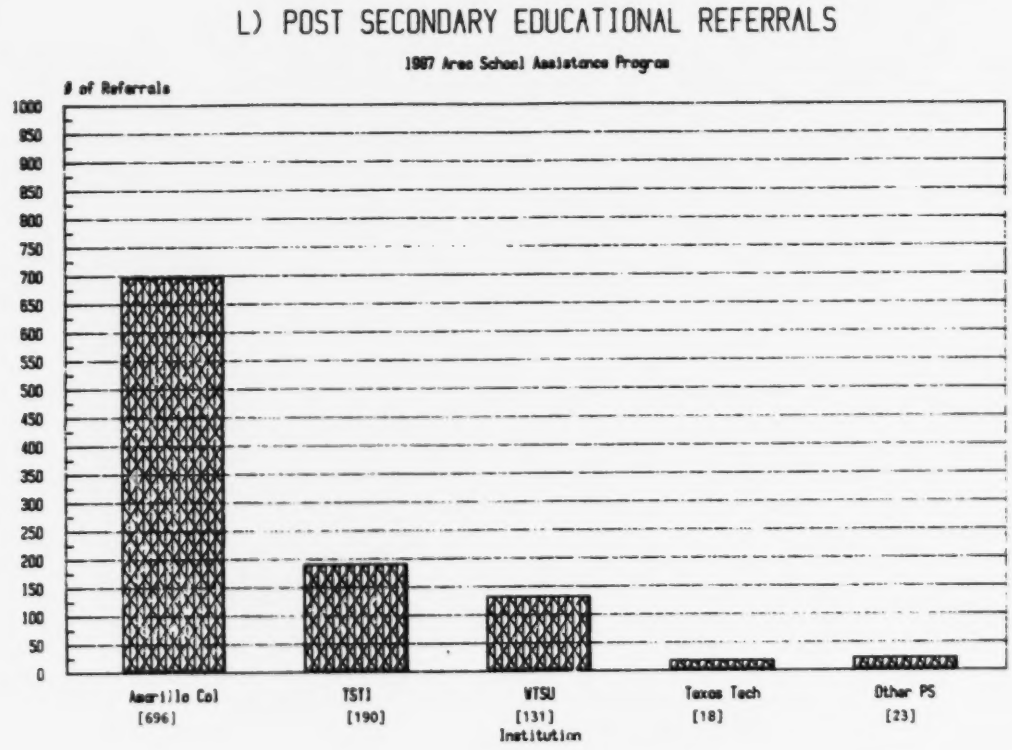
Each graduate was asked to indicate what, if any, institution he/she had selected or was planning to attend. The chart below indicates the institutions or categories of institutions which were most commonly cited among the 1593 (69.6%) respondents providing the information. Note that 697 (30.4%) of the total sample of graduates either were not planning to attend a college or university, or information regarding their plans may not have been available.


K) COLLEGE PLANNED OR ATTENDED
1987 Area Schools Assistance Program
Texas A & M Univ (3.9%) [62]
Univ of Texas Austin (2.6%) [41]
Other Instate Jr Col (4.1%) [65]
Texas Tech U (7.7%) [122]
Other Instate Public (6.3%) [101]
Texas State Tech I (3%) [48]
Instate Private (5.7%) [91]
All Out of State PSI (7.5%) [120]
West Texas State U (18.3%) [291]
Amarillo College (40.9%) [652]

With more than two-thirds of the respondents indicating an intent to continue their education beyond high school, the "class of '87" sent a clear signal of support for postsecondary education as part of their future planning. The results of the 1987 survey indicate a continuing increase in those enrolling at Amarillo College (1986 - 537 (38.6%) and 1987 - 652 (40.9%)), TSTI and other in-state junior colleges. Otherwise the enrollment pattern appears stable.

**ILLUSTRATION L**
**REFERRALS**

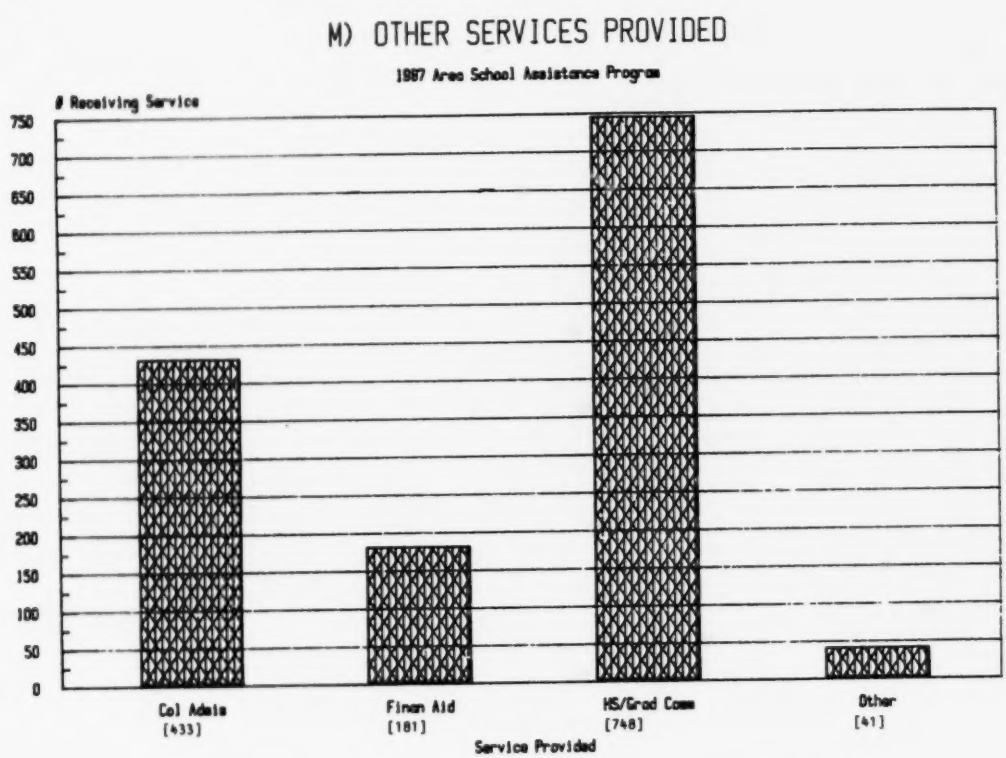
The Representatives, in their contacts with the graduates, attempted to identify those individuals who would benefit from postsecondary educational experience and make referrals as appropriate. These referrals would occur in those circumstances when Amarillo College, Texas State Technical Institute, West Texas State University, Texas Tech State University or another institution offered a particular program which appeared consistent with the graduates' stated interests. This data is reflected in the chart below:



Please note that the 1,058 referrals are a duplicated head count, since many graduates were referred to more than one of the three institutions when similar programs or services were available. All three local postsecondary institutions had increased referrals from contacts generated by the Area Schools Assistance Program.

## ILLUSTRATION M
## OTHER SERVICES PROVIDED BY REPRESENTATIVES

In addition to referring graduates to one or more appropriate postsecondary educational institutions, the Representatives provided a variety of other services designed to facilitate the students' transition to these or any other postsecondary school. The most commonly cited examples were: assistance with college admissions procedures, assistance with financial aid applications, and assistance with communication between the graduate and the high school (generally this meant obtaining and forwarding a high school transcript). In these three categories alone, 1,362 recorded instances of offerings of assistance substantiate the counseling and education services provided by the Representatives. The importance of this fact is that providing educational assistance and support to the graduates was the fundamental and primary thrust of the entire program. In fact, in virtually every case where a student contact was made, the Representatives offered to be of personal assistance any time the graduates wished to avail themselves of this help.



## ASAP PROGRAM EVALUATION

The questions and responses which follow are the statements made by the ten High School Representatives in their evaluation of the 1987 Area Schools Assistance Program. Where possible they are provided verbatim, but references to specific schools or systems are deleted to provide confidentiality.

1. **MAKE AN OVERALL STATEMENT CONCERNING THE NEED FOR OR THE LACK OF THE ASAP PROGRAM.**

   This program was very useful and extremely beneficial to the student.

   This is the second year I have assisted with ASAP and even if the program were not funded, I would use it as a follow-up format for our graduates. Which is not difficult for me since we have small graduating classes.

   I really think ASAP is a much needed extension of high school counseling services.

   There remains a large need for this program.

   The program has been tremendous in helping students make definite plans for college.

   The ASAP is an excellent vehicle to let former students and their parents know that someone cares about them and their future.

   It is my experience that seniors and their parents can never get too much help - encouragement and information.

   I feel that there is a need for the ASAP program. It not only is a service to the high school students, it provides valuable information to the high schools.

   Great program. It is important to me and the ex-students because it is a final phase of school counseling for them and me.

2. **WHAT DO YOU VIEW AS THE STRENGTHS OF ASAP?**

   This program was the necessary "prod" for numerous students who did not have completed plans for their future. It gave me a chance to answer some questions that probably would have never been asked otherwise.

1. That it is in place. 2. Helps seniors take the next big step after finishing high school. 3. It shows some genuine caring going on. 4. Space provided for comments gives the college more to work with for their follow-up.

The major strength is "timeliness." There are many seniors who are just not ready to make decisions before they graduate.

The personal contact made by persons with whom the students are familiar.

The program has given insight to the students as well as the counselor in looking at "after high school" programs.

One on one contact with the student and/or parent; one more opportunity to provide students with post-secondary information.

It gives students who leave high school without plans another chance to get help and information. It also gives an opportunity for parents to ask questions.

It provides information to the students when it is important to the students. Many times before students graduate, the information seems irrelevant to them.

It is helpful to students and parents who have not made final preparations for college.

3. **WHAT DO YOU VIEW AS THE WEAKNESSES OF ASAP?**

None that I can think of.

None.

We probably need to do a survey sheet on the mid-term grads in January.

The time element is a weakness. Is one month enough? Should it be an on-going process?

I think of no particular weakness - some may feel over-burdened with numbers.

It's hard to find a weakness in giving students another chance.

I see no major weaknesses in the program.

4. **HOW MIGHT ASAP BE IMPROVED?**

Nothing comes to mind.

It might be interesting to see what specific programs the graduates plan to pursue. More specific information could be gathered.

Maybe start the process in June in order to get transcripts finished and sent before enrollment in July.

Recruit workers earlier in the year so that information can be gathered earlier for students that are more difficult to locate in the summer.

It would be hard to do more in limited time, however,I feel results will be seen in the future.

I think it might be very beneficial for the ASAP representative to meet in mid-July to ask questions, and to discuss problems they might be having.

5. **PLEASE EVALUATE THE SUPPORT OF AMARILLO COLLEGE IN THIS PROGRAM.**

AC was extremely helpful - very organized, provided appropriate materials, answered questions, anticipated problems. Very impressive!!

I'm continually impressed with the availability of Amarillo College, all of the staff who make their talents and services and good ideas available to the community.

Excellent.

Support has been wonderful for us as counselors and for our students.

Amarillo College has been very supportive in all areas for me and the students. It has always been willing to help me.

AC has given outstanding support.

Amarillo College provided materials and information at the orientation. I always felt free to call during the summer to get questions answered.

Amarillo College has been very supportive of me, and to the students who have visited the college.

Everyone at AC has been supportive of me and the student.

6. **PLEASE EVALUATE THE PERFORMANCE OF THE ASAP COORDINATOR.**

Extremely helpful, supportive, and organized.

Excellent in terms of interest, helpfulness, follow-up and follow-through.

Fine.

Rob did an excellent job.

Excellent. He is very helpful in answering my questions and helping when help is needed.

Very willing to assist, but left me alone to conduct the survey as I saw fit - I like that!

I felt that I had all the support and information I needed.

The coordinator was very helpful and willing to help in any way.

Very organized and knowledgeable.

7. **WHAT ARE THE BENEFITS (IF ANY) OF THE ASAP PROGRAM TO THE GRADUATES, THE GRADUATES PARENTS, THE HIGH SCHOOLS, AND THE COLLEGES?**

This program gives all concerned a chance to ask questions, find answers, etc. The people receiving the calls felt needed and appreciated our concern and help. It put the high schools in a good light. It hopefully put some students in college who would have never had the nerve to tackle the admission procedures.

The graduates feel people really care, that they haven't been dumped into the big world after the familiarity and security of high school. Most parents are encouraging to their children, but surely appreciate the back-up from the high school and community colleges. The high schools can offer more service to the student which is what we are all about. Education wasn't meant to be hoarded. The high schools and community colleges working together give education continuity. The colleges perform a great service to the community by facilitating the transition from high school. It has to benefit everyone and is excellent PR for Amarillo when looking to interest firms to set up shop in Amarillo.

The benefit of ASAP to all above is having a counselor available when information is needed; otherwise a number of graduates would not pursue plans to completion.

It is a positive program. It is beneficial as a PR program. It has been helped students become aware of programs available to them.

It prompts many students and their parents to get busy and see about college admissions. I see the high schools as being winners because of the PR involved. Parents and students see the survey as a concern for them from "their

school." Certainly colleges should see benefit from the standpoint of more students attending their school.

Graduates who need help after graduation seem most appreciative of the call. Those with no plans are many times more receptive than they were in high school. I've found it to be the best contact I've ever had with parents since I've been counseling.

Since many students lack direction or guidance after they graduate, I believe the ASAP program benefits them in that it does give them information and guidance when they need it the most. I feel that colleges pick up students that they might not otherwise enroll, and it provides valuable information for the high school.

This is of utmost importance to AC because many of our students who go there, decide in the summer to go there, and need help from us to get started. It is a great PR program for the high schools. All the students and parents were appreciative of our concern and help.

8. **SHOULD WE DEVELOP A TOTALLY DIFFERENT ORIENTATION FORMAT? YES OR NO. PLEASE MAKE SUGGESTIONS.**

No. Good program, very successful.

No, but I'll give it some thought.

No. Would you like a line to identify those students who plan to begin college the spring semester?

No.

No.

No. Might give some general examples or work through two or three students as samples. Questionnaire format - 1. I don't like two stapled pages. I would prefer print on front and back of one page. 2. It would be helpful if students were identified by school programs: A. We'll have an honors program next year B. regular C. CVAE D. Special education. This identity might help clarify the type of help offered a student. 3. Students might also be identified as mid-term, spring, or summer senior. Some students are attending summer school to complete high school requirements. The questionnaire only asks about post-secondary summer school.

No. I feel it has been beneficial to me as a counselor to find out more about Amarillo College and especially junior colleges in general.

No.

No.

## SUMMARY FINDINGS 1987

The following is a basic synopsis of the major outcomes of the 1987 Area Schools Assistance Program:

(1) The high school representatives did a truly outstanding job of contacting the graduates of the 1987 class of the nine participating schools. Of the 2290 graduates, 2274 had information regarding their plans recorded in this study. This represents a 99.3% response rate. Given this response rate, there is considerable assurance that the data contained within this report is valid for the sample population.

(2) As compared to the 1986 study, there was a decrease in the percentage of minority students. Contrary to trends elsewhere in the state, and the country as a whole, the combined Asian, Black, and Hispanic population decreased for 1987.

(3) The last two years of the study (1986, 1987) have revealed a trend toward the sample population having better developed post-high school plans at the time of contact. The trend is reflected in a continued decline in those graduates indicating no post-high school plans.

(4) In the last three years of the study (1985, 1986, 1987), there has been an uneven pattern regarding post-secondary education plans of those being surveyed. In 1986, those graduates indicating that they were planning to attempt a post-secondary educational institution decreased from 71.8% in 1985 to 67.1% in 1986. However, in 1987 the percentage planning to attend had jumped back up to 70.0%. At the same time, those planning to attend non-credit post-high school institutions, such as proprietary schools, had decreased from 6.1% to 3.6% in 1987.

(5) The three major non-educational post-secondary plans of the 1987 graduating class were, in order, work (613), military (140), and marriage (67). Of these categories, only the category of full-time permanent work showed a significant increase over 1986, while military stayed relatively consistent, and marriage declined slightly. These three categories combined equate to 18.4% of all respondents.

(6) The current employment status (as of July 1987) of the 1987 graduates differed from 1986 primarily in two respects: (a) the percentage of graduates who are already in full-time permanent employment had declined from 15% to 11.8%,

(b) at the same time the percentage in part-time work had increased from 28% in 1986 to 31.4% in 1987. Since the local economy has been continually softening in the last year, these findings would seem reasonable. Also, since a higher percentage of graduates plan to attend post-secondary education institutions in 1987 as opposed to 1986, this could very well be a factor in the increase in those employed in part-time work, which would be in advance of their enrollment in college in the fall.

(7) The class of 1987 was nearly an exact mirror image of the class of 1986 in terms of those having well developed or partially developed plans, and in the effort of the graduates to carry through or fulfill those plans. In 1986, 88.7% of the graduates had fully developed or partially developed plans. In 1987, that percentage had increased slightly to 91.6%. However, the class of 1986 had expended a somewhat greater effort to fulfill those plans, 88.1% in the full or partial category, as opposed to 86.9% in those same two categories for 1987.

(8) One of the major differences in the 1987 study as compared to the 1986 study was the number of follow-up counseling sessions afforded graduates and parents by the high school representatives. In 1986, there were 229 such recorded sessions; in 1987 the number had increased to 422, or an increase of 54.2%. In part, this increase could be explained by the interpretation made by some high school representatives that extended telephone conversations could be counted as meeting the criteria of the category of follow-up counseling sessions. This inclusion was in addition to personal, face-to-face encounters. However, even accepting this expanded definition of follow-up counseling sessions would not, in and of itself, solely account for the major increase in the number of such sessions. Clearly, the targets of the Area School Assistance Program continue to take advantage of this counseling assistance in ever increasing numbers. Again, perhaps more than any other finding, this statistic points out the continuing need for such assistance following high school graduation.

(9) Illustration J, Employment Agency/Career Center Referrals, appears to point out a fairly serious weakness of the 1987 survey effort. While the numbers being referred to the Amarillo College Career Center (122) appears quite consistent with the number of graduates reporting "no plans" (181), the number being referred to employment agencies (68) appears quite inconsistent with the number who report themselves as unemployed and seeking work (189). Since these numbers equate to only a 36% employment agency referral rate, this particular category of needed assistance will be stressed in the 1988 high school representative orientation training session.

(10) Post-secondary institutions of choice for the ASAP population continue to be the three local institutions (991 of the 1593 indicating an intent to attend TSTI, WT, or AC). This number is up from 824 in 1986, thus continuing a trend noticeable in the last several years of the ASAP study. Once again, local economic factors, as well as intensive marketing efforts on the part of these three institutions, appear to be the major causative factors.

(11) In some respect, reflecting the findings of number 10, Amarillo College, TSTI, and WTSU combined continue to receive ever increasing duplicate numbers of referrals from ASAP. In 1987, the three institutions received a combined total of 1017 referrals as compared to 881 in 1986. This amounted to a 13.4% increase. Even having accounted for the fact that the ASAP population was larger in 1987 than 1986 (2274 versus 2146), there is still a 5.5% relative increase in the numbers of such referrals.

(12) Illustration M indicates the extent to which the high school representatives see their role as going beyond the mere recording of data. The primary purpose of ASAP is to provide educational assistance to graduates. With 1403 recorded instances of service being provided in Illustration M (as compared to 1164 in 1986), a very significant percentage of the graduating class of 1987 either planning to attend college or who were referred to a college were given assistance by the representative in carrying out that process.

## COST ANALYSIS

| | |
|---|---|
| High School Representatives (Nine Representatives worked a total of 715.25 hrs. @ $15 per hour) | $10,728.75 |
| Workman's Compensation/FICA | 78.95 |
| Computer personnel to enter data (a total of 35 hours @ $6.53 per hour) | 228.55 |
| Printing, travel, telephone, etc. | 447.04 |
| Luncheon | 239.70 |
| TOTAL | $11,722.99 |
| JTPA Contribution | 2,000.00 |
| School District's Contribution | 4,203.72 |
| | $5,519.27 |

# APPENDICES

**1987 AREA SCHOOLS ASSISTANCE PROGRAM**
**ORIENTATION**

**APRIL 30, 1987; 4:30 - 8:00 P.M.**
**CUB CORNER, COLLEGE UNION BUILDING**
**AMARILLO COLLEGE**

| | |
|---|---|
| 4:30 - 4:40 | Welcome - Dr. George Miller, President |
| 4:40 - 4:50 | History, purpose - Nicholas Gennett, Vice President of Student Development and Instructional Support |
| 4:50 - 5:00 | JTPA Roles - Loretta Kindsfather, JTPA Director of Employment and Training |
| 5:00 - 5:15 | "TIPS" - Donna Smith, former Palo Duro ASAP Counselor |
| 5:15 - 5:30 | "Questions Graduates May Ask" - Rob O. Mills, Assistant to Vice President of Student Development and Instructional Support (see Appendix II) |
| 5:30 - 5:40 | College Admissions - Janet Loper, Interim Registrar/Director of Admissions |
| 5:40 - 5:50 | Counseling - Larry Patterson, Director of Counseling Center |
| 5:50 - 6:00 | Developmental Studies - Dr. Kay Henard, Director of ACcess |
| 6:00 - 6:10 | Job Development/Placement - Frances Abernathy, Coordinator, Job Development and Placement |
| 6:10 - 6:20 | Financial Aid - Duane Howard, Director of Financial Aid |
| 6:20 - 6:30 | Career Center - Jim Pond, Counselor and Coordinator of Career Center |
| 6:30 - 6:45 | Break |
| 6:45 - 7:05 | Educational Programs - Dr. R. Eugene Byrd, Vice President and Dean of Instruction |
| 7:05 - 8:00 | Representative's responsibilities, coordinator's responsibilities, graduate follow-up survey (narrative, personnel forms, questions) - Rob O. Mills |

**AREA SCHOOLS ASSISTANCE PROGRAM 1987**

QUESTIONS GRADUATES MAY ASK

(This information is provided to the high school representative to assist in answering the graduates' questions.)

1. Is college like high school (i.e., do you to go college all day)?
2. What kinds of programs are available to me in the areas of academic, technical, vocational, and health-related education?
3. What colleges are close to here?
4. Where do I get written materials on colleges and programs?
5. When does the next college term begin?
6. Do I still have time to apply for admission and enroll in college?
7. The first time I'm on campus, where do I go?
8. Where do I go to apply and enroll in classes?
9. How much are the tuition and fees for a year (two semesters or equivalent) for a full-time student?
10. Are the books free?
11. Does AC have on-campus housing (dormitories)?
12. Does AC have a developmental studies program? Tutors?
13. Can I attend college and work at the same time?
14. I work full time, do colleges have night classes that I could attend?
15. If I don't know what I want to major in, can the colleges help me decide on a career or a major?
16. How do I know which classes to take?
17. Do colleges have student financial aid?
18. Does AC have scholarships? If so, how do I get one?
19. Can AC help me get a part-time job?
20. Who can help me at Amarillo College if I want to enroll?

**AREA SCHOOL ASSISTANCE PROGRAM** **APPENDIX III**
**GRADUATE FOLLOW-UP FORM**

NAME_____ PHONE_____
Last, First, Middle Initial (1-26) (27-33)

ADDRESS_____ CITY_____ STATE_____ ZIP_____
(34-58) (59-71) (72-73) (74-78)

SEX (79)
___1 Male
___2 Female

ETHNIC (80)
___1 White
___2 Am. Indian
___3 Black
___4 Asian
___5 Hispanic

PERSON CONTACTED:
GRADUATE (81) ___1 Yes ___2 No
PARENT (82) ___1 Yes ___2 No
OTHER (83) ___1 Yes ___2 No

DOES GRADUATE HAVE DEFINITE POST-HIGH SCHOOL PLANS? (84)
___1 Yes
___2 No
___3 Partial

POST-SECONDARY EDUCATIONAL PLANS (85)
___1 None
___2 Enroll in college credit program:
Institution:_____
___3 Enroll in non-credit program:
Institution:_____

OTHER PLANS (86)
___1 Yes
___2 No
Explain:_____
(i.e., military, work, marriage)

EFFORT TO DATE TO FULFILL PLANS (87)
___1 Thorough
___2 Partial
___3 None

CURRENTLY ATTENDING A POST-SECONDARY TRAINING INSTITUTION? (88) ___1 Yes ___2 No
Name of institution:_____

CURRENT EMPLOYMENT STATUS (89)
___1 Full-time permanent ___2 Full-time temporary ___3 Part-time
___4 Unemployed/seeking employment ___5 Unemployed/not seeking employment

**REPRESENTATIVE'S ACTIONS AND SERVICES:**

MADE CONTACT RECEIVED INFORMATION (90)
___1 Yes
___2 No

COUNSELING SESSION WITH
GRADUATE (91) ___1 Yes ___2 No
PARENT (92) ___1 Yes ___2 No

EMPLOYMENT AGENCY REFERRAL (93)
___1 Yes
___2 No

CAREER CENTER REFERRAL (94)
___1 Yes
___2 No

SUGGESTED COLLEGE:

AC (95)
___1 Yes
___2 No

TSTI (96)
___1 Yes
___2 No

WTSU (97)
___1 Yes
___2 No

TEXAS TECH (98)
___1 Yes
___2 No

OTHER (99)
Name:_____

OTHER REFERRALS OR SPECIFIC ACTION RECOMMENDED
___1. Assistance with college admissions procedures. (100)
___2. Assistance with college financial aid applications (101)
___3. Assistance with communication between graduate and high school (i.e., mail transcript). (102)
___4. Other (please explain)_____

## ASAP HIGH SCHOOL REPRESENTATIVES' RESPONSIBILITIES

1. Attend the orientation program.
2. Conduct the follow-up of the high schools' 1987 graduates.
3. Document findings and referrals made.
4. Complete an evaluation of the program and self-evaluation of their performance.
5. Participate in an exit interview with the ASAP Coordinator at the completion of the survey.
6. Work approximately 90 hours or until the project is complete.

**AREA SCHOOLS ASSISTANCE PROGRAM 1987**
**AMARILLO COLLEGE COORDINATOR'S RESPONSIBILITIES**

1. Prepare and conduct the orientation program for the high school representatives.

2. Provide the necessary support services for the high school representatives.

3. Prepare and administer the evaluation forms and process paper work for the survey

4. Collect the survey data from the representatives.

5. Process the individual school's data and compile the results.

6. Prepare a summary report of the ASAP for each high school representative, principal and appropriate college personnel.

7. Make at least one on-site visit to each high school. In addition, communicate frequently with the high school representatives to monitor the progress of the program.

8. Insure that the representative is forwarded remuneration by the end of August, 1987.

## POSITIVE RESULTS OF AREA SCHOOLS ASSISTANCE PROGRAM FOR 1987

For Participating High Schools:

1. Provides information to former students and/or their parents about postsecondary educational and occupational opportunities.

2. Provides information to assist the high schools in planning the curriculum and improving counseling services.

3. Provides a good follow-up for the high schools about the present aspirations of their graduates.

4. Provides an opportunity to improve and nurture public relations between the high schools and the community/neighborhood.

5. Meets a high school and Southern Association requirement for follow-up of graduates.

6. Aids in showing the local residents that the high school personnel care about former students and their futures.

For the High School Representatives:

1. Provides an updating on area college and university programs, services, and academic calendars.

2. Provides a positive one-on-one counseling contact with graduates.

3. Supplements the High School Representatives' salaries during the summer.

For the Sponsoring Institution:

1. Provides good public relations with area citizens.

2. Identifies a pool of potential students.

3. Provides a collaborative effort between the sponsoring institution and the participating high schools.

4. Illustrates that the Sponsoring Institution is willing to view this program as a service to the participating high schools, as well as to area citizenry.

## ASAP SUMMARY

**PROGRAM:** Area Schools Assistance Program (ASAP).

**PURPOSE:** The program reaches recent high school graduates without any or poorly defined postsecondary plans and provides assistance to help formulate and carry out suitable plans.

It provides the high schools with follow-up information regarding graduates.

**RATIONALE:** High schools can benefit from additional counseling services during the summer to survey graduates and update information regarding postsecondary plans of graduates. The Area Schools Assistance Program provides this information for the high schools about students, while supplying pertinent information regarding postsecondary educational opportunities.

**PLAN:** In ASAP, counselors or teachers act as their high school's Representatives.

The Representatives contact the recent high school graduates in order to provide assistance and to record postsecondary plans.

The ASAP Coordinator conducts orientation sessions, coordinates the program, and supervises the High School Representatives' work.

**RESOURCES:** The High School Representatives are provided with information describing postsecondary educational programs, services, and resources available at local and regional institutions plus information regarding referrals for such services as employment and career exploration.

**APPOINTMENT OF REPRESENTATIVES:** Appointment of the High School Representatives is made by the respective high school principals and approved by the sponsoring institution.

**PARTICIPATING HIGH SCHOOLS:**

Alamo High School
Amarillo High School
Canyon High School
Caprock High School
Dumas High School
Hereford High School
Palo Duro High School
River Road High School
Tascosa High School

**LENGTH OF PROGRAM:** The program is conducted in July. Representatives average approximately 90 work hours per school to complete their assignments.

**COMPENSATION:** The High School Representatives are paid at $15 per hour (hourly rate paid to Continuing Education and Adult Vocational instructors at Amarillo College).

**LOGISTICAL SUPPORT:** An orientation and training program is conducted by the sponsoring institution's coordinator for the High School Representatives in the spring. Other support includes direct supervision of High School Representatives. Amarillo College provides the resources for compilation of data and the production of printed reports.

**DATA GENERATION:** An individual survey form (see Appendix III) is completed for each student contact. The data contained within these survey forms is used to generate the individual high school, school district, and overall reports. A summary report is provided of all program data collected to high school principals, Representatives, school districts, and the sponsoring institution.

**PROGRAM EVALUATION:** The High School Representatives complete a self-evaluation of their performance and a program evaluation at the conclusion of their assignment. The Amarillo College Coordinator conducts an exit interview with each Representative to collect their survey data, to administer the evaluation instruments, and to discuss their perceptions and recommendations for the program.

**FUNDING:** The sponsoring institution shares all direct and indirect expenses for the program.



ERIC Clearinghouse for Junior Colleges JUN 10 1988